 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Christopher Vogel **Lesson #: 6 Facet: Interpretation**

**Grade Level: 10 Numbers of Days: 2**

**Topic:The Formation of Israel**

**PART I:**

**Objectives**

Student will understand that WW2 caused political, economic and social changes.

Student will know Israel, Zionist movement, state sovereignty, and Palestine.

Student will be able to evaluate the creation of the State of Israel.

**Product: Blog**

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

Content Area: Social Studies

Standard Label: E1 Historical knowledge, concepts, themes, and patterns

Grade Level Span: Grade 9-Diploma "World War 2 and Post War United States 1939-1961"

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.

**Rationale:**

Students will understand American foreign policy and democracy by looking into the formation of Israel and at how Israel developed into a strong ally of the United States following the events of World War II.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

Students will use Decisions, Decisions activity to pick a side of agreeing with the creation of Israel and reasons for not and have a discussion.

**Section II – timely feedback for products (self, peer, teacher)**

Self-assessment for the project will have a checklist to make sure key points and issues are met. Students will receive feedback from the teacher and allowed to make changes or additions and then resubmit.

**Summative (Assessment of Learning):**

Blog: (50 points) Use a blog to create a debate on the formation of Israel between skeptics and advocates. There is tension both in Israel's formation and its current standings now in the Middle East. Students should be able to recognize the upsides and downsides to the creation and how many different people view the problem.

**Integration**

**Technology:**

Technology in the classroom will mostly be involved during the products of each lesson. The students will explore extra ordinary ways of creating a project rather than the standard PowerPoint or essay. For this lesson, students will use a blogging website to explore ways of putting their thoughts or ideas online.

**Content Areas:**

**English:** Students will be expected to use persuasive writing to create a blog for the product. Students will also be expected to answer short answer questions or write complete sentences on worksheets or assignments.

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

Students will use the time-order chat to map out the developments of the creation of the state of Israel. Students will participate in the three min-review activity to quickly go over the material discussed in class. With the classroom being laid out in groups of four desks, students will participate in those groups of four with the three min-review.

**Section II – Groups and Roles for Product**

The teacher will assign the blogs in pairs. Each student will be blogging as a skeptic or an advocate for the formation of Israel. Each blog will have the opposite pair's blog URL listed. Each student will write a blog and a response blog to the opposite pair's post. The each pair of students are allowed to communicate with each other on what is posted on each blog.

**Differentiated Instruction**

**MI Strategies**

**Verbal:** Students will write in a blog and create a debate about the formation of Israel.

**Logic:** Students will use the time order chart to map out events that led up to the creation of Israel.

**Visual:** Students will watch a movie about the conflict in the Middle East and relate it to the creation in a discussion after.

**Musical:** Students will listen to the music that was created in Israel after its formation.

**Intrapersonal:** Students will work participate in the group discussion about whether or not the Israel should be formed in the Decisions, Decisions activity.

**Interpersonal:** Students will at the end of the lesson write their opinion on the formation of Israel and if it had changed from the beginning of class.

**Modifications/Accommodations**

***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:**

Students who are absent for a whole lesson will need to work with other students to catch up on notes. Students can see the teacher to obtain missed assignments and make up quizzes or other forms of assessment. The Student must check in with the teacher about the missed lesson before the end of the next lesson.

**Extensions**

**Type II technology:**

Because a blog is being used, the final product is not a type II technology. As a result, students will explore the internet to find videos or images concerning Israel to use in at least three of the blog posts. This will require students to use critical thinking on what type of videos or images fit in with what they are talking about in the blog.

**Gifted Students:**

A significant portion of the class material and projects will focus on the Israeli side of the state formation. Gifted students are challenged to include as much of the Palestinian views into their work as they can. This will provide a better perspective and understanding of both sides of the issue of Israel state formation.

Materials, Resources and Technology

Laptop (with internet): Students need to be able to access the Blogger site.

Time Order Graphic Organizer

Checklist

Rubric

Source for Lesson Plan and Research

[http://w4.nkcsd.k12.mo.us/~kcofer/social\_cooperative\_structures.htm](http://w4.nkcsd.k12.mo.us/%7Ekcofer/social_cooperative_structures.htm) -- Cooperative Learning Website from Practicum 2013 class wiki

http://www.eduplace.com/graphicorganizer/pdf/timeorder.pdf -- Graphic Organizer

<http://www.beyondintractability.org/bi-essay/sovereignty> -- Website on State Sovereignty

http://www.jcrcboston.org/focus/support/israels-history/historical-timeline-of-modern.html -- Timeline on modern Israel

http://www.jewishvirtuallibrary.org/jsource/History/ishisttoc.html -- In-depth history on Israel, use carefully

http://www.pbs.org/pov/pdf/promiese/promises-timeline.pdf -- Website on Israeli Palestinian conflict

http://www.jewishhistory.org/the-zionist-movement/ -- Website on Zionist movement

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) ***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)***

Room Arrangement: Desks will be grouped in fours.

Day One: Formation of Israel (80 min)

**Review** (15 min): Review of previous lesson

**Hook** (5 min): Video on Israel and quick discussion on what students already know about Israel

**Presentation** (20 min): Presentation on the formation of Israel

**Time Order Chart** (20 min): Students will fill out the first part of the time order chart

**Blog** (20 min): Students will be put into groups by teachers and begin setting up Blogger account.

Day Two: Modern Day Israel

**Decisions, Decisions activity** (20 min): Students will take a side on the issue of the State of Israel formation

**Three Minute Review** (5 min): Students will review with their groups over the content discussed so far

**Presentation** (20 min): Presentation on what happened to Israel since state formation to present day

**Three Minute Review** (5 min): Students will review with their groups over the content discussed so far

**Time Order Chart** (20 min): Students will complete the Time Order Chart with the information they have gather so far

**Blog** (10 min): Students will have class time to work with their paired blogger and ask questions of the teacher.

Students will understand that WW2 caused political, economic and social changes. The creation of the State of Israel is still causing problems politically and globally today. Students need to understand how the creation of Israel occurred. By going over this topic, the students will have a better grasp on current events. In addition, they can use the information discussed here and relate it to other topics like the relationship the US had with the USSR. *Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.* The hook is a video on Israel and its formation. This will engage the students about Israel and give them some background information if they are not familiar with the topic. The class discussion will be started on why Israel was formed and how the formation has led to social issues in the Middle East. This discussion will be carried on throughout the lesson.

**Where, Why, What, Hook Tailors:** Verbal, Logical, Visual, Intrapersonal

Students will know Israel, Zionist movement and state sovereignty (see content notes). Students will use the time-order chat to map out the developments of the creation of the state of Israel. This graphic organizer will be covered in two parts. On day one, students will use it to fill out notes on the initial formation of the State of Israel. They will be allowed to work with those sitting at the same table group. The students will then use the graphic organizer again on day two once they have more information about Israel after it was created. Students will participate in the three min-review activity to quickly go over the material discussed in class. With the classroom being laid out in groups of four desks, students will participate in those groups of four with the three min-review. The three minute review is used continuously on day two to help facilitate conversation between students on the topic. They can use this time to discuss the topic that was just talked about or use it as practice for responsive blogs. The three min activity is used to give students a quick break from the current activity or presentation. Students will use Decisions, Decisions activity to pick a side of agreeing with the creation of Israel and reasons for not and have a discussion. This will compliment the blog product as well because they will be presented with opposing ideas by fellow classmates. The activity is meant to facilitate conversation and some debate. The teacher will want to make sure that the debate does not become heated or one sided. The teacher may pose a few questions or comments that helps whichever side is not doing as well. The activity allows students the opportunity to share their ideas or have new ideas. Students are encouraged to change how they think of a particular topic during the discussion.

**Equip, Explore, Rethink, Tailors:** Kinesthetic, Musical, Verbal, Logical, Intrapersonal

Students will be able to evaluate the creation of the State of Israel. The teacher will assign the blogs in pairs. Each student will be blogging as a skeptic or an advocate for the formation of Israel. Each blog will have the opposite pair's blog URL listed. Each student will write a blog and a response blog to the opposite pair's post. The each pair of students are allowed to communicate with each other on what is posted on each blog. It is important for the teacher to make sure each blog site has an appropriate disclaimer. Some of the information discussed on the blogs could be taken the wrong way by viewers not in the class. Each blog should have a disclaimer stating that it is for education only and the students are role-playing each part. Self-assessment for the project will have a checklist to make sure key points and issues are met. Students will receive feedback from the teacher and allowed to make changes or additions and then resubmit. Each student will also have the opportunity to have students peer review the content on the blogs. This peer review will take place either as an assignment overnight or during class blog time in day two.

**Explore, Experience, Revise, Refine, Tailors:** Verbal, Visual, Logical, Intrapersonal, Interpersonal

Each student will be given a checklist to make sure they have completed each part of the Blogger advertisement. The teacher will use a rubric to grade the blog but the students have the option of showing the blog in front of the class and receiving peer feedback.

**Evaluate, Tailors:** Interpersonal, Verbal, Intrapersonal, Logical

Content Notes

**Students will know…..**

**Israel:**

The students will become familiar with the country of Israel. Israel is a major concern for the US as it is one of the only major allies in the Middle East. Israel is a Jewish state and has had several wars with the surrounding Muslim states.

**Palestine:**

Palestine is the territory that is located around Israel's present location. Initially the whole area was Palestine and Israel was established by taking parts of the Palestine territory. This has caused severe tension between the Palestinians who are trying to establish themselves as a state and the Israelis who do not wish for them to become a state.

**State Sovereignty:**

State Sovereignty has been an issue in the world for centuries. However, with the events of World War II and the development of the United Nations, the question of sovereignty has never been more critical. Students will explore the different viewpoints of Sovereignty and how the US influences and feels about the issue.

**Zionist Movement:**

The Zionist Movement played a critical role in the establishment of Israel. The Zionist Movement wanted to establish a homeland for the Jewish people and escape the waves of antisemitism.

Handouts

Time Order Graphic Organizer

Checklist

Rubric

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

*Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

*Learning Styles*

*Clipboard:*

All assignments will be handed out with a discussion in class along with a checklist covering all information needed to complete the assignment. The teacher will be available to answer any questions or concerns the student has regarding class content or expected work.

*Microscope:*

Students will be provided all the resources used in the class during presentations and activities. This will allow the students opportunities to look more in depth in the content covered in the classroom.

*Puppy:*

Each student is encouraged to share their ideas or thoughts concerning the topic being discussed. A significant portion of lesson one involves discussion between students. The discussions usually will involve small groups so the student does not feel pressured to speak to the whole class.

*Beach Ball:*

Besides covering the required parts of the checklist, the students are free to chose and add any other information or detail into their assignments. In addition, class activities like the decisions, decisions have no set information that is required to be written down. The student is able to choose what information (as long as it is accurate) to put into their notes.

*Rationale:*

I prefer to formalize the assignments in writing so the clipboards and microscopes know what information is expected from them. Otherwise many of the activities are free and hopefully engaging so the Beach Balls and Puppies have the opportunity to express themselves freely without being pressured into getting their answers right or wrong.

*Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

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**Summative (Assessment of Learning):**

Blog: (50 points) Use a blog to create a debate on the formation of Israel between skeptics and advocates. There is tension both in Israel's formation and its current standings now in the Middle East. Students should be able to recognize the upsides and downsides to the creation and how many different people view the problem.

*Rationale:*

The decisions, decisions activity appeals to students who are Beach Balls and Puppies so they can express their learning freely. The Checklists are for students who are Clipboards or Microscopes and wanted a structured way of expressing their learning. The blog will provide each student an opportunity to express themselves with the learning style they are most comfortable with and show their learning of the class material.

*Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

*Content Knowledge:*

**(see Content Notes)**

*MLR or CCSS:*

*Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.*

*Facet:*

Interpretation: Students will be able to evaluate the creation of the State of Israel.

*Rationale:*

The standard will be covered because the students will be able to evaluate how the State of Israel impacted American foreign policy and world events.

*Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

*MI Strategies:*

Verbal: Students will write in a blog and create a debate about the formation of Israel.

Logic: Students will use the time order chart to map out events that led up to the creation of Israel.

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Interpersonal: Students will at the end of the lesson write their opinion on the formation of Israel and if it had changed from the beginning of class.

*Type II Technology:*

Because a blog is being used, the final product is not a type II technology. As a result, students will explore the internet to find videos or images concerning Israel to use in at least three of the blog posts. This will require students to use critical thinking on what type of videos or images fit in with what they are talking about in the blog.

*Rationale:*

Students will have the opportunity to explore the Blogger site in a way that compliments their strong multiple intelligences. In addition the students will be encouraged to use their weaker multiple intelligences in a safe environment.

*NETS STANDARDS FOR TEACHERS*

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

**a. Promote, support, and model creative and innovative thinking and inventiveness**

**b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources**

**c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes**

**d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments**

*Rationale:*

B. Students will be able to use Blogger to create a blog that covers issues of Israel that are still brought up today. Students will have the chance to see those issues from multiple perspectives and reflect on them.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

**a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity**

**b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress**

**c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources**

**d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching**

*Rationale:*

A. Using programs like blogger will allows students the opportunity to learn and share their learning in new and unique ways. The students can create their blog in a creative manner that could be used in other classes.